



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 11241332  
SAU: Orrington School Department  
School: Center Drive School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

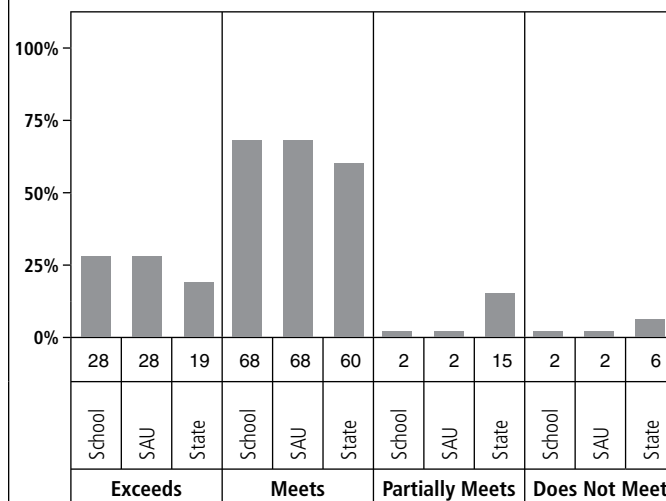
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: Orrington School Department  
School: Center Drive School

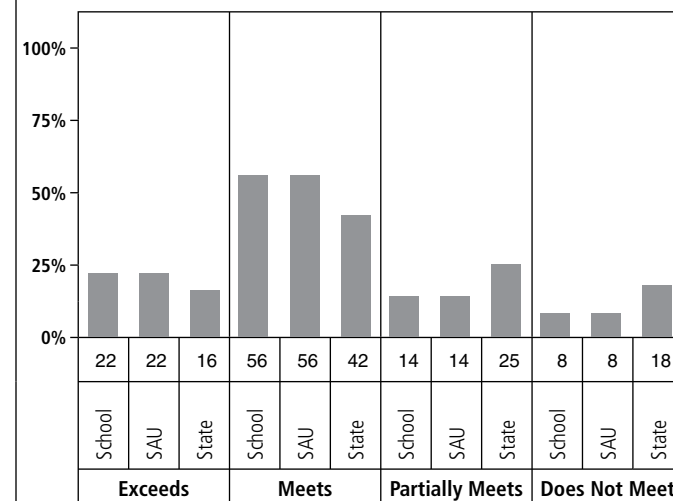
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	756	756	748
2007–2008	756	756	750
<b>2008–2009</b>	<b>756</b>	<b>756</b>	<b>751</b>
Cum. Avg.*	756	756	750
<b>Mathematics</b>			
2006–2007	743	743	742
2007–2008	744	744	743
<b>2008–2009</b>	<b>752</b>	<b>752</b>	<b>745</b>
Cum. Avg.*	746	746	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: Orrington School Department  
School: Center Drive School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	50	100	50	100	14446	100	50	100	50	100	14316	99	50	100	50	100	14322	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	432	3	0	0	0	0	416	97	0	0	0	0	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	50	100	50	100	13483	93	50	100	50	100	13380	99	50	100	50	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	2	4	2	4	2428	17	2	100	2	100	2391	99	2	100	2	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	13	26	13	26	5498	38	13	100	13	100	5431	99	13	100	13	100	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	48	96	48	96	11742	81	48	96	48	96	11754	81						
Identified disability (PET/IEP)	0	0	0	0	367	3	0	0	0	0	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
<b>Participation with accommodations</b>	2	4	2	4	2367	16	2	4	2	4	2366	16						
Identified disability (PET/IEP)	2	100	2	100	1819	77	2	100	2	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Orrington School Department  
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	16	36	16	36	2630	18
	2007-2008	17	34	17	34	2604	18
	<b>2008-2009</b>	<b>14</b>	<b>28</b>	<b>14</b>	<b>28</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	47	33	47	33	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	23	52	23	52	7605	51
	2007-2008	27	54	27	54	8049	55
	<b>2008-2009</b>	<b>34</b>	<b>68</b>	<b>34</b>	<b>68</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	84	58	84	58	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	5	11	5	11	3000	20
	2007-2008	5	10	5	10	2672	18
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	11	8	11	8	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	0	0	0	0	1620	11
	2007-2008	1	2	1	2	1190	8
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>899</b>	<b>6</b>
	Cum. Total*	2	1	2	1	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	38.1	68.0	38.1	68.0	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.7	63.5	12.7	63.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.4	70.6	25.4	70.6	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Orrington School Department  
 School: Center Drive School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	14	28	34	68	1	2	1	2	756	50	28	68	2	2	756	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	0										0						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	50	14	28	34	68	1	2	1	2	756	50	28	68	2	2	756	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2186	2	36	35	27	737
No	48	14	29	33	69	1	2	0	0	757	48	29	69	2	0	757	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	0										0						311	4	41	29	26	739
No	50	14	28	34	68	1	2	1	2	756	50	28	68	2	2	756	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	13	2	15	10	77	1	8	0	0	752	13	15	77	8	0	752	5300	8	58	22	11	746
No	37	12	32	24	65	0	0	1	3	757	37	32	65	0	3	757	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	50	14	28	34	68	1	2	1	2	756	50	28	68	2	2	756	14101	19	60	15	6	751
<b>Gender</b>																						
Female	21	5	24	14	67	1	5	1	5	755	21	24	67	5	5	755	6993	24	61	11	4	754
Male	29	9	31	20	69	0	0	0	0	757	29	31	69	0	0	757	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1025	10	53	27	11	745
No	50	14	28	34	68	1	2	1	2	756	50	28	68	2	2	756	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	9	4	44	5	56	0	0	0	0	762	9	44	56	0	0	762	676	66	33	1	0	766
No	41	10	24	29	71	1	2	1	2	755	41	24	71	2	2	755	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Orrington School Department  
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	50	0	0	1	50	735	4	0	50	0	50	735	7	8	48	25	19	743
B. less than one hour	64	11	34	20	63	1	3	0	0	758	64	34	63	3	0	758	52	17	62	15	6	751
C. one to two hours	30	3	20	12	80	0	0	0	0	755	30	20	80	0	0	755	37	23	61	12	4	753
D. more than two hours	2	0	0	1	100	0	0	0	0	760	2	0	100	0	0	760	4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	34	7	41	9	53	0	0	1	6	758	34	41	53	0	6	758	30	33	56	7	4	756
B. good	38	6	32	13	68	0	0	0	0	759	38	32	68	0	0	759	49	16	64	14	5	751
C. fair	26	1	8	11	85	1	8	0	0	752	26	8	85	8	0	752	19	5	59	26	10	745
D. poor	2	0	0	1	100	0	0	0	0	742	2	0	100	0	0	742	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	5	31	11	69	0	0	0	0	759	32	31	69	0	0	759	33	24	62	10	3	754
B. They match some of what I have learned.	52	8	31	18	69	0	0	0	0	757	52	31	69	0	0	757	52	18	62	15	5	751
C. They match just a little of what I have learned.	12	1	17	3	50	1	17	1	17	747	12	17	50	17	17	747	11	11	54	23	13	746
D. There is no match.	4	0	0	2	100	0	0	0	0	753	4	0	100	0	0	753	3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	16	2	25	5	63	1	13	0	0	754	16	25	63	13	0	754	17	16	55	18	12	748
B. about the same as my regular schoolwork	61	8	27	22	73	0	0	0	0	757	61	27	73	0	0	757	65	19	62	14	5	752
C. easier than my regular schoolwork	22	3	27	7	64	0	0	1	9	754	22	27	64	0	9	754	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	1	25	2	50	1	25	0	0	754	8	25	50	25	0	754	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	45	7	32	14	64	0	0	1	5	756	45	32	64	0	5	756	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	47	6	26	17	74	0	0	0	0	756	47	26	74	0	0	756	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	7	30	15	65	0	0	1	4	754	46	30	65	0	4	754	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	52	7	27	18	69	1	4	0	0	757	52	27	69	4	0	757	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	760	2	0	100	0	0	760	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	1	11	6	67	1	11	1	11	751	18	11	67	11	11	751	21	27	57	11	5	755
B. 20 minutes to an hour	40	7	35	13	65	0	0	0	0	758	40	35	65	0	0	758	45	22	62	12	4	753
C. less than 20 minutes	22	4	36	7	64	0	0	0	0	756	22	36	64	0	0	756	13	13	61	17	8	749
D. I rarely read at home.	20	2	20	8	80	0	0	0	0	758	20	20	80	0	0	758	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Orrington School Department  
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	4	9	4	9	2142	14
	2007-2008	4	8	4	8	2028	14
	<b>2008-2009</b>	<b>11</b>	<b>22</b>	<b>11</b>	<b>22</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	19	13	19	13	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	25	57	25	57	5642	38
	2007-2008	25	50	25	50	5703	39
	<b>2008-2009</b>	<b>28</b>	<b>56</b>	<b>28</b>	<b>56</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	78	54	78	54	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	6	14	6	14	4077	27
	2007-2008	13	26	13	26	3733	26
	<b>2008-2009</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>14</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	26	18	26	18	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	9	20	9	20	3001	20
	2007-2008	8	16	8	16	3054	21
	<b>2008-2009</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	21	15	21	15	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	34.6	61.8	34.6	61.8	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	8.2	58.6	8.2	58.6	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	9.7	60.6	9.7	60.6	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	8.2	68.3	8.2	68.3	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	8.5	60.7	8.5	60.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Orrington School Department  
 School: Center Drive School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	11	22	28	56	7	14	4	8	752	50	22	56	14	8	752	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	0										0						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	50	11	22	28	56	7	14	4	8	752	50	22	56	14	8	752	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2189	2	17	27	53	728
No	48	11	23	28	58	7	15	2	4	754	48	23	58	15	4	754	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	0										0						323	4	20	28	48	729
No	50	11	22	28	56	7	14	4	8	752	50	22	56	14	8	752	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	13	1	8	7	54	3	23	2	15	745	13	8	54	23	15	745	5308	7	35	30	28	738
No	37	10	27	21	57	4	11	2	5	754	37	27	57	11	5	754	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	50	11	22	28	56	7	14	4	8	752	50	22	56	14	8	752	14112	16	42	25	18	745
<b>Gender</b>																						
Female	21	4	19	13	62	1	5	3	14	751	21	19	62	5	14	751	6992	16	43	25	16	745
Male	29	7	24	15	52	6	21	1	3	753	29	24	52	21	3	753	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1024	7	26	36	31	736
No	50	11	22	28	56	7	14	4	8	752	50	22	56	14	8	752	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	9	4	44	5	56	0	0	0	0	764	9	44	56	0	0	764	676	68	29	2	0	767
No	41	7	17	23	56	7	17	4	10	749	41	17	56	17	10	749	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Orrington School Department  
School: Center Drive School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	50	0	0	1	50	724	4	0	50	0	50	724	7	6	30	28	36	735
B. less than one hour	64	6	19	19	59	5	16	2	6	753	64	19	59	16	6	753	52	16	42	25	17	745
C. one to two hours	30	5	33	7	47	2	13	1	7	753	30	33	47	13	7	753	37	18	44	24	14	747
D. more than two hours	2	0	0	1	100	0	0	0	0	754	2	0	100	0	0	754	4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	28	4	29	8	57	1	7	1	7	753	28	29	57	7	7	753	26	35	43	12	9	754
B. good	48	7	29	15	63	2	8	0	0	757	48	29	63	8	0	757	46	13	48	25	15	745
C. fair	20	0	0	5	50	3	30	2	20	743	20	0	50	30	20	743	23	3	32	37	27	737
D. poor	4	0	0	0	0	1	50	1	50	731	4	0	0	50	50	731	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	36	6	33	8	44	2	11	2	11	753	36	33	44	11	11	753	26	23	43	20	13	749
B. They match some of what I have learned.	58	5	17	18	62	4	14	2	7	751	58	17	62	14	7	751	53	15	45	26	15	746
C. They match just a little of what I have learned.	6	0	0	2	67	1	33	0	0	751	6	0	67	33	0	751	17	9	35	32	24	740
D. There is no match.	0										0						4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	31	0	0	11	73	3	20	1	7	749	31	0	73	20	7	749	37	8	40	29	23	740
B. about the same as my regular schoolwork	57	9	32	13	46	4	14	2	7	753	57	32	46	14	7	753	51	16	44	25	15	746
C. easier than my regular schoolwork	12	2	33	4	67	0	0	0	0	762	12	33	67	0	0	762	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	58	5	17	19	66	3	10	2	7	752	58	17	66	10	7	752	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	40	6	30	9	45	3	15	2	10	753	40	30	45	15	10	753	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	100	0	0	736	2	0	0	100	0	736	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						8	8	30	29	33	737
B. 30–45 minutes	20	2	20	5	50	3	30	0	0	751	20	20	50	30	0	751	38	13	40	27	20	743
C. 45–60 minutes	74	9	24	21	57	4	11	3	8	753	74	24	57	11	8	753	42	20	45	23	12	748
D. more than 60 minutes	6	0	0	2	67	0	0	1	33	747	6	0	67	0	33	747	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	58	10	34	14	48	4	14	1	3	757	58	34	48	14	3	757	15	19	38	25	19	745
B. two or three days a week	38	1	5	13	68	3	16	2	11	748	38	5	68	16	11	748	31	18	42	24	16	746
C. two or three times a month	4	0	0	1	50	0	0	1	50	724	4	0	50	0	50	724	26	17	43	24	17	746
D. never or almost never	0										0						28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	14	2	29	4	57	1	14	0	0	755	14	29	57	14	0	755	10	12	39	24	24	741
B. two or three days a week	32	8	50	6	38	1	6	1	6	758	32	50	38	6	6	758	22	13	43	26	18	744
C. two or three times each month	36	1	6	13	72	3	17	1	6	750	36	6	72	17	6	750	33	18	44	25	13	747
D. never or almost never	18	0	0	5	56	2	22	2	22	743	18	0	56	22	22	743	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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